## **Appendix Table 1-20**

Participation in practice teaching for public middle and high school mathematics, science, and other teachers, by pathway to teaching: Academic year 2011–12

## (Percentage distribution)

	Entered through alternative pathway			Entered through traditional pathway		
in practice teaching	Mathematics teachers	Science teachers	Other teachers <sup>a</sup>	Mathematics teachers	Science teachers	Other teachers <sup>a</sup>
cipate	48.1	51.8	47.5	6.2	5.6	5.3
	51.9	48.2	52.6	93.8	94.4	94.7
The Schools and Staff expedite the transition responded yes compritraditional pathway camaster's degree and f National Science Found	ing Survey asked teachers n of nonteachers to a teac ise those in the Entered th ategory. The traditional pa full teaching certification p adation, National Center fo	s whether they entered hing career, for exame crough alternative part thway usually begins rior to beginning to t	ed the teaching proform ple, a state, district thway category and in an undergraduat each.	ession through an alterna , or university alternative teachers who said no con e education program, who	certification program nprise those in the Er ere future teachers e	n. Teachers who ntered through arn a bachelor's or
	a Other teachers inclu The Schools and Staff expedite the transition responded yes compri traditional pathway ca master's degree and f National Science Foun	in practice teaching  Mathematics teachers  21.9  Another teachers include those who teach any so the Schools and Staffing Survey asked teachers expedite the transition of nonteachers to a teacher responded yes comprise those in the Entered the traditional pathway category. The traditional pathway category is degree and full teaching certification process.	in practice teaching  Mathematics teachers  Science teachers  51.8  51.9  48.1  51.8  51.9  48.2  And the practice teachers  The Schools and Staffing Survey asked teachers whether they entered expedite the transition of nonteachers to a teaching career, for example responded yes comprise those in the Entered through alternative patraditional pathway category. The traditional pathway usually begins master's degree and full teaching certification prior to beginning to the National Science Foundation, National Center for Science and Engine	Mathematics teachers  Science teachers  Other teachers  Other teachers  Other teachers  Other teachers  A7.5  Signate  48.1  Signate  48.1  Signate  48.2  Signate  48.2  Signate  A7.5  A7.5  Signate  A	Mathematics teachers  Science teachers  Other teachers  Mathematics teachers  cipate  48.1  51.8  47.5  6.2  51.9  48.2  52.6  93.8  Other teachers include those who teach any subject other than mathematics or science.  The Schools and Staffing Survey asked teachers whether they entered the teaching profession through an alternative responded yes comprise those in the Entered through alternative pathway category and teachers who said no contraditional pathway category. The traditional pathway usually begins in an undergraduate education program, who master's degree and full teaching certification prior to beginning to teach.  National Science Foundation, National Center for Science and Engineering Statistics, special tabulations (2014) of	Mathematics teachers  Science teachers  Other teachers  Mathematics teachers  Science teachers  Other teachers  Mathematics teachers  Science teachers  Scie